UTAH STATE UNIVERSITY COLLEGE *of*

VETERINARY MEDICINE

MAGAZINE

{ Spring 2026 }

INTO THE GREAT, WIDE OPEN

Textbook know-how collides with rope, dirt, and muscle.

WE TEACH WHAT YOU LOVE.

College of Veterinary Medicine
UtahStateUniversity

WASHINGTON | IDAHO | MONTANA | UTAH
WIMU
REGIONAL PROGRAM in VETERINARY MEDICINE

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On the cover: Caden Cox. Photo by Bronson Teichert.

WE TEACH WHAT YOU LOVE.

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Our students participate annually in veterinary service and learning on lands of the Navajo Nation in the Four Corners region. We are grateful for the hospitality and guidance of the Navajo people who welcome our students and share their knowledge, traditions, and perspectives.

To provide feedback or to opt-out of receiving future copies of this magazine, please send an email to nadia.pflaum@usu.edu

DEAN'S MESSAGE

Welcome to the spring 2026 issue of the Utah State University *College of Veterinary Medicine Magazine*. Last August, we celebrated the historic enrollment of the inaugural cohort of 42 students in our new 4-year Doctor of Veterinary Medicine (DVM) degree program. As noted in our fall 2025 magazine, on March 25, 2025 we received approval from our accrediting body, the American Veterinary Medical Association Council on Education (AVMA COE), to enroll our inaugural class of students. That set in motion an accelerated application cycle that was completed by the middle of June. The inaugural cohort includes 27 Utah residents and 15 nonresidents, including two nonresidents from Nevada enrolled through our partnership with the Nevada Office of the Western Interstate Commission for Higher Education (WICHE) and its Health Profession Education Program (HPEP), which provides funding for the differential between resident and nonresident tuition for those students. Importantly, having matriculated the inaugural cohort, we are now provisionally accredited by the AVMA COE and will host our third COE site visit on November 15 – 18, 2026.

While the program used the USU School of Graduate Studies' online application portal last year, selection of the incoming class this fall was accomplished through participation in the national Veterinary Medical College Application Service (VMCAS), which opens in January and closes in September of the year preceding enrollment. VMCAS serves as a centralized clearinghouse where prospective veterinary school students can automatically apply to multiple programs of their choice for a fee (currently $241 for the first program and $132 for each additional program). In addition to the standard VMCAS application, many programs, including ours, require applicants to complete a supplemental application tailored to their needs. When the VMCAS application period closed last September, our Office of Veterinary Admissions received applications from 112 Utah residents, 39 Nevada residents, and 1,326 additional nonresidents. Notably, the admission cycle for this fall will fill a larger cohort of 80 students (40 Utah residents and 40 nonresidents) that will be accommodated by completion of our new Veterinary Medical Education (VME) Building, which we will occupy this June. Construction of the VME was highlighted in the spring 2025 issue of this magazine. Initial offers of admission were recently sent out, and those applicants have until April 15, 2026 (standardized for all programs) to make their decision. We look forward to welcoming the incoming class in August.

At the end of this semester, we will mark another milestone when the final cohort of 29 veterinary students in our "2 + 2" partnership with the College of Veterinary Medicine at Washington State University (WSU) and the broader Washington – Idaho – Montana – Utah (WIMU) Regional Program in Veterinary Medicine complete their time at USU. Prior to the start of the fall semester, the entire cohort will relocate to Pullman, Wash., where they will complete the remaining two years at WSU and graduate with their DVM degrees in 2028. We remain committed to working with our wonderful WIMU partners until our participation in the regional program sunsets.

In closing, I hope you enjoy this issue of the *CVM Magazine*. On behalf of the faculty, staff, and students in the USU CVM, thank you for your interest and support of our program.

Sincerely,

DIRK K. VANDERWALL, DVM, Ph.D., DACT
Dean, College of Veterinary Medicine

Spring 2026

BY THE NUMBERS

188

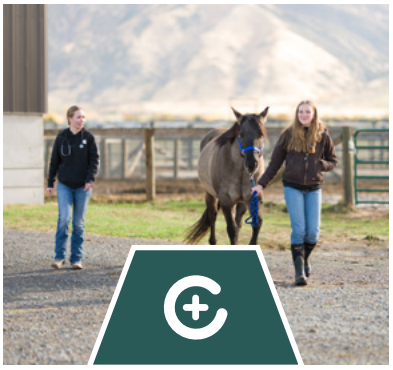
PET PROFESSORS

assisting student learning

2,000

LATEX GLOVES

for faculty and staff



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NEW FACULTY AND STAFF

February 2025 - February 2026

Congrats!

Dr. Jessica Sanchez has achieved one of the highest professional distinctions in her field, earning board certification as a diplomate of the American College of Zoological Medicine (ACZM). She is one of just 22 new diplomates joining only 355 currently active diplomates worldwide, underscoring both the rigor of the credentialing process and the rarity of this achievement within zoological medicine. With this achievement, Dr. Sanchez is now a double-boarded faculty member - a milestone that reflects both her personal dedication and raises the caliber of expertise within USU's College of Veterinary Medicine.

2026 DeLaval *Dairy Extension Award*

College of Veterinary Medicine professor David J. Wilson has been named the 2026 recipient of the American Dairy Science Association's DeLaval Dairy Extension Award.

The DeLaval Award recognizes individuals who have made outstanding contributions to the dairy industry through work in production, manufacturing, marketing or youth development, and recipients must be both active in the field and have at least 10 years of dairy extension experience with an educational or public institution at the time of nomination.

David J. Wilson is the extension dairy veterinarian for Utah and a professor in the College of Veterinary Medicine at Utah State University since 2006. His extension and research work has primarily focused on mastitis and milk quality, but also includes stray voltage, bovine immunology, mycoplasma, other diseases, and abnormalities of cloned cattle, sheep and goats.

He has published 68 peer-reviewed papers, 315 conference proceedings, abstracts, and extension publications, and published in 4 books. He has made 242 presentations ranging from local to international throughout the Americas, Europe and Asia.

Wilson has taught approximately 1,000 veterinary students during the last 38 years at Michigan State, Cornell, and Utah State. This has primarily been regarding mastitis, udder health, milk quality and epidemiology, but has also included large animal surgery, reproduction, and ambulatory dairy practice. He has also taught dairy science and animal science undergraduate and graduate students, and herdsperson school. He has served as a mentor for MS and Ph.D students in veterinary medicine, dairy science, and food science.

Since coming to Utah State in 2006, he has been a frequent planner and contributor to local, state and regional conferences in the Intermountain West, and has organized several extension outreach workshops including those presented by the Utah Veterinary Medical Association, of which he has been a state board member for many years, and by Cooperative Extension at Utah State University. Wilson also planned and conducted 3 statewide survey projects utilizing repeated samplings of bulk tank milk - with the written permission of producers - for detection of *Mycoplasma* spp., Johne's disease, and bovine viral diarrhea virus (BVD). Each of the 3 statewide projects was accompanied by a farm visit follow up program to help individual farms reduce or eliminate any of the above diseases if it was detected in any of their bulk tank milk samples. During 2024, Wilson was active in statewide planning and implementation of dairy herd control programs for highly pathogenic avian influenza (HPAI/H5N1) before, during and after HPAI was detected in dairy herds in Utah.

While some of his outreach and extension activities specifically target dairy/food animal veterinarians, including those who provide care for dairy goats as well as dairy cattle, most also reach dairy producers, nutritionists, milk procurement personnel, milk inspectors, milking equipment service personnel, and allied industry. He also makes advisory and problem solving visits to dairy farms in Utah and Idaho to address specific herd problems.

Since 1990, he has been a member of ADSA and a frequent speaker as well as a faithful attendee at ADSA annual meetings. He has published in the Journal of Dairy Science, and served as reviewer for the journal for many years. ●

...It's Never TOO LATE

Dave Foster's worked many different jobs in his 44 years. All the while, though, Foster was thinking, "I wish I was working with animals."

For a short time, Foster sold pest control door-to-door. He was a licensed insurance agent and EMT. He worked in the fraud department of a bank, and for a while he was a credit counselor. Then for the last 15 years, he worked in computers.

He told his teachers in kindergarten and elementary school he wanted to be a veterinarian when he grew up.

The thing that kept holding him back was all the school it required. He just wasn't good at it, he says. He was in the band in high school, plodding along. He didn't even intend on going to college, but he did, because it felt like he was supposed to.

Foster struggled in undergrad. He lacked focus, he says. He tried the University of Phoenix and took some classes at Boise State, but nothing really stuck. Then he went on a mission for The Church of Jesus Christ of Latter-day Saints, to Sydney, Australia, and wrote letters back and forth with his girlfriend Karen, who he'd met when they both worked at an Idaho McDonald's as teenagers. He proposed less than a month after he returned.

He and Karen, now his wife, moved to Utah so she could study music. They settled in Layton and lived there for 12 years, raising a family. Foster earned an associate's degree in computer sciences and information systems from Salt Lake Community College. He got a job as a contractor for Microsoft, and later, for Unisys, a contractor for the Department of Defense on Hill Air Force Base.

Karen didn't end up pursuing music, but became a nurse for neonatal intensive care, eventually becoming a nurse educator. The family moved to Bellingham, Washington, when she was hired at PeaceHealth St. Joseph Medical Center. Foster's job was remote at the time, and he could go anywhere, so they went.

Eighteen months later, Karen decided she was ready to get a doctorate in nursing and changed gears entirely. She went back to bedside care as a NICU nurse, working the night shift at a hospital 70 miles from home, while completing coursework and clinical hours for her graduate degree. She says Dave's support for her never wavered.

Foster started working remotely for Premier, a company out of North Carolina that uses software to track infectious diseases and antibiotic drug usage in hospitals. But after the COVID-19 pandemic, companies started pulling back on remote work and bringing their staff on-site. And as computer science advanced and artificial intelligence muscled onto the scene, the IT industry was showing signs of contraction. He realized he needed to go back to school, too.

"Part of what I was seeing happening in the computer industry was, it was becoming harder and harder for people in computer science to get jobs," Foster says. "I wanted to do something different. Just totally different."

As for Karen, she was completely supportive of Foster's idea for a career change.

"I didn't necessarily always know that he wanted to be a vet, but after he told me that he kind of secretly did have that aspiration, it made perfect sense," she says. "He loves watching any shows about animals, especially the reality TV shows that follow veterinarians."

But, Foster realized becoming a veterinarian was going to take a lot more school. He'd never gotten a bachelor's degree, after all.

Photos by Levi Sim

In Utah State University's Doctor of Veterinary Medicine (DVM) program, a bachelor's isn't required. But the list of prerequisite courses is daunting: aside from 27 semester credit hours in English composition, arts and humanities, social science and history, there is also biology (with lab), inorganic chemistry (with lab), organic chemistry, biochemistry, algebra, precalculus or higher, statistics, physics, and genetics.

"If I've got to take all those same classes [for a bachelor's degree], why not go for gold," Foster exclaims. "Why not go and do what I wish I would've done when I was a lot younger? Why not pursue my passion? I've always loved animals, they've always played a big part in my life. In my adult life, I've never not owned a dog."

He says Karen played the biggest role in convincing him he could do it.

"She's one of the most encouraging people in the entire world," Foster says. "She's a big part of the reason why I am where I'm at today. Because it seems like it doesn't matter what kind of crazy idea I have, she's right there to support me and to help me achieve it. And this is no different."

Karen says she doesn't know if the people in their lives think they're brave or just crazy, but supporting Dave in this dream comes naturally.

"We have always had this kind of relationship, so it feels easy to support each other's goals," she says. "You have to have faith to make a big change, and I can't think of anyone I have more faith in than Dave. He is extremely smart and has a phenomenal work ethic, so I have never doubted he would succeed in whatever he decided to do."

To knock out the prerequisites, Foster looked at many schools before settling on Arizona State University's online pre-vet program. He needed to work at the same time, while Karen was plowing through her doctorate.

This time around, Foster excelled in his studies.

"I did really well because I was a lot more focused this time," he says. "When I went back to school I had a goal and I had more confidence in myself. I really, really wanted it."

Arizona State does not have a DVM program. While researching his next move, the

news about Utah State launching its four-year DVM program caught his eye.

"We lived here for 12 years," Foster says. "Utah has a special place in my heart. There's a lot of people here that I love and a lot of really good things happened to me and my family when we lived here."

So, he applied to join the first-ever class of future veterinarians who will graduate from a Utah institution. He was one of over 300 applicants, and among the 42 accepted.

Foster came out to Logan by himself. The family is back in Washington, though their house is on the market. The Fosters have a 13-year-old daughter in 8th grade, a 19-year-old daughter in community college, and a 21-year-old son who is recently married and works for a company manufacturing granite countertops.

They also have three dogs and a cat. He moved to USU with "his" dog, Max, an Australian shepherd mix, initially, but Max had separation anxiety whenever Foster was in class. He drove him back to Washington the next weekend he visited.

"It was the right thing for him," Foster says, "but it doesn't mean I don't miss him like crazy."

Just before school started, Karen came out to Logan and attended the White Coat Ceremony, where each vet student is presented with a lab coat as a welcome to the profession.

"The very first thing she said was how special the staff was here because she could tell that the staff and faculty care about their students," Foster remembers. "They have conversations with you. They will talk with you in the hall, they know about what's going on in your life, and they will ask you about it. I don't know that you'll get that in any other school."

That is especially important because even he has been surprised at the new level of difficulty he and his cohort are confronting. The first test was a gut punch.

"I had a full-blown panic attack and I choked," Foster says, describing the anatomy lab exam where he needed to name the muscles of the thorax and just blanked. "That got in my head and from there on out, it set the tone. I can't retake that test, but I learned a lot about myself there."

One thing the dean of the College of Veterinary Medicine, Dr. Dirk Vanderwall, told the students at that White Coat Ceremony was to stop competing. He reminded the students they all earned their positions in the program and the days of obsessing over GPAs were over.

That's something Foster's youngest daughter told him, too.

"My daughter, my youngest, words of wisdom from a 13-year-old: Dad, you don't have to get an A. And she's right," he says. "It's way more information than you ever got in undergrad, just infinitely harder. If you can even pass and stay with the rest of the group, you should feel great about yourself."

Foster rolled with the blow of that first test, but a few of his classmates took it harder. He says he found himself volunteered to attend that month's faculty and staff meeting to try to help communicate some of his peers' concerns.

"I'm not sure that some of the faculty knew quite the level of some of the struggles that were happening," he recalls.

This was an instance where Foster's previous life experience came in handy. Conflict management, interpersonal skills, customer service — he's dealt with it all in his previous professions.

"I feel like we brought it to the table constructively and we weren't trying to point fingers at anybody, at all," he says. "We just wanted to make sure it was known, and see what resources were there to help us out. I think awareness was brought to the table, which I think was the goal, because I don't think anyone in this program wants anyone to fail."

Still, his life experience sets him apart from his peers. He's the oldest one in the cohort, though he says he doesn't really notice a generational gap — despite having kids who are the same age as his classmates.

"Why not go and do what I wish I would've done when I was a lot younger? Why not pursue my passion? I've always loved animals, they've always played a big part in my life. In my adult life, I've never not owned a dog." – Dave Foster

"They have a lot easier time with the memorization, that's for sure," Foster says. "But I'll be honest, they're all really great. They've included me and I don't really feel like being 20 years their senior, in some cases, has made anything hard or different for me. And I hope it hasn't for them either."

Foster says he and Karen sometimes do their homework together over the phone. It helps that she has been so immersed in academia, and that she's in a medical field as well. They both puzzled over an instruction in Foster's Clinical Skills class about subcutaneous injections that seemed to contradict what Karen knew from the NICU and what he had learned as an EMT.

Dr. Alexis Sweat was the instructor in that class, and Foster says when she couldn't answer his question right away, she didn't just let it go.

"She went and talked to some of the other professors and asked what they thought, she looked some stuff up and I looked some stuff up and we did some more research on it. And then we talked about it some more." he says. "That type of interaction with a professor is something I've never had. And it's something I really appreciate."

Back in Washington, Foster's family takes turns filling the Dave-shaped hole as best they can. Their kids do a good job of taking care of each other, and their church family checks in on Karen regularly, she says. They know this period of discomfort is temporary.

"I'm so happy for Future Dave and Karen," Karen exclaims. "I graduate at the beginning of May and am hoping to find a neonatal nurse practitioner job closer to Dave. In one year, I'm looking forward to us being back together. And in five years, the sky is the limit."

By: Nadia Pflaum

...It's Never TOO SOON

"I know there has to be more people like me who, all they have is their dog, or whatever pet comforts them. And if I can at least preserve that bond for as long as possible, that's something that is really valuable to me." - Baylee Aguilar

Photo by Levi Sim

Baylee Aguilar is what you might call an early adopter. Now, in her second semester, the College of Veterinary Medicine has adopted her.

Aguilar, 18, is just 4'11" with a voluminous pouf of long, curly hair. She joined the Class of 2029 at 17 years old. She grew up south of Tampa, Florida, with her mother, who ran a salon business out of their house. Pulled out of public school because of chronic absences due to health problems, she started learning online long before the COVID pandemic made it commonplace. But instead of taking summers off, she just kept going.

"I gradually became more and more ahead," Aguilar says. She finished the virtual high school curriculum when she was 12 years old. At 13, she enrolled in classes at Hillsborough Community College and, later, got into the University of South Florida. By 16 years old, she had a bachelor's degree in biology with a concentration in animal sciences.

At the same time, Aguilar was isolated, seeing other kids her age mostly online. Her mother enrolled her in karate, but she says she made her first real friends at USF, which she attended in person.

Aguilar doesn't have brothers or sisters, and her dad was estranged for most of her life. She describes her relationship with her mother as difficult and often intense.

She initially moved to Logan from Florida with her mother. They shared an apartment at first, but Aguilar moved into campus housing near the end of the first semester.

Navigating being on her own for the first time, alongside the grueling workload of veterinary school, "is a lot," she says, laughing.

This also meant leaving her toy poodle, Daisy, which was as big a deal as separating from her mother.

"I'd had her (Daisy) since I was four years old and she was like a mom to me," Aguilar says. "I know that sounds crazy – how can a dog be your mom? But she was the only feeling of normalcy and just, like, pure kindness and love that I ever experienced in my entire life. I never questioned whether she loved me. She was always there for me. So yeah, I still think about it."

Aguilar says she's wanted to be a veterinarian since she was little. "I'm one of those kids who just always wanted to be a vet. I think Daisy was my primary inspiration."

Her vet technician experience from volunteering with horses, veterinary clinics and the Humane Society of Tampa Bay taught her how veterinary medicine creates connections between people through their pets.

"I know there has to be more people like me who, all they have is their dog, or whatever pet comforts them. And if I can at least preserve that bond for as long as possible, that's something that is really valuable to me," she says.

Right now, Aguilar is angling toward emergency care, although over the next few years her focus may change. But she has the right kind of temperament for emergency situations, she says. "I think even when things turn out badly, at least I can comfort people and be there for them and help them through it."

But she doesn't have to have everything figured out just yet.

"I'm not, like, 'arrived,' I'm not this wise person," Aguilar says. "But I do think I have a good amount of wisdom that I gained because I actually had to work through my experiences, there was nothing numbing me from them. I definitely got something good from it, I think, the way I faced it, you know? It gives you perspective. I think I got perspective." ●

By: Nadia Pflaum

Note: Some of the details in this article have been changed from its original publication.

Utah Veterinary Diagnostic Laboratory

MYSTERY CASE

By E. Jane Kelly, DVM, MS, MPH, DACVPM, DACVM

This case is loosely based on a case that has been received at the Utah Veterinary Diagnostic Laboratory, Spanish Fork.

An emaciated, adult, female goshawk that was bred in captivity was submitted to the Utah Veterinary Diagnostic Laboratory (UVDL) for necropsy. The owner noticed rapid weight loss and within three days, the bird died. On necropsy (see Figure 1) a thick layer of tan, friable material thickens the thoracic air sacs. In addition, numerous 1-3 mm grey to tan, firm nodules are throughout the interclavicular air sac.

Formulate your diagnosis and turn the page for the diagnosis.

Figure 1. ***Nodule on thoracic air sacs***

Turn page for the diagnosis.

MYSTERY CASE DIAGNOSED

The death of this goshawk was attributed to a severe chronic fungal infection of the air sacs (respiratory aspergillosis) that led to emaciation. Culture of material from the air sac onto Sabouraud dextrose agar with 0.05 g/L chloramphenicol revealed a velvety bluish-green fungal colony that filled most of the plate (Figure 2) within 3 days. Mounts from the fungal colony on a slide with lactophenol cotton blue showed fungal structures typical of *Aspergillus fumigatus*. Histologic lesions included multifocal, severe, chronic granulomatous and heterophilic air sacculitis and bronchopneumonia with intralesional fungal hyphae consistent with *Aspergillus* spp. (Figure 3).

Most of the almost 600 species of *Aspergillus* are harmless and saprophytic (live in the environment and acquire nutrition from decaying organic material). Because of the relatively ubiquitous nature of the fungus and their worldwide distribution, it is important to have a relevant clinical history and confirmatory gross and histologic lesions as well as growth of the organism to make a diagnosis of Aspergillosis. *Aspergillus fumigatus* causes most aspergillosis infections in animals. It is an opportunistic pathogen that takes advantage of concurrent infections, environmental conditions, or other immune compromising conditions in the host to infect host tissues. Inhalation of spores from the environment is the most common method of infection. In some cases, such as aflatoxicosis, the fungus (primarily *Aspergillus flavus* and *A. parasiticus*, and not A. fumigatus) and its toxins are ingested.

Worldwide, aspergillosis is a major cause of disease and mortality in a few species of captive raptors such as goshawk, gyrfalcons, and snowy owls. As in other species, environmental conditions and stress may contribute to infection with this ubiquitous fungus. For example, in captive raptors, the areas where they are kept may be lined with dusty substrates or located near substrate (e.g. hay bales) that may aerosolize fungal spores. Also, high humidity and, conversely, a very dry environment, may promote development of the disease. In poultry two important syndromes associated with *Aspergillus* spp. are described.

Figure 2. ***Fungal growth on agar***

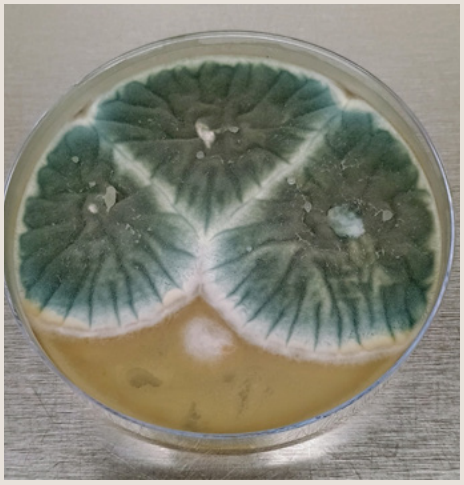
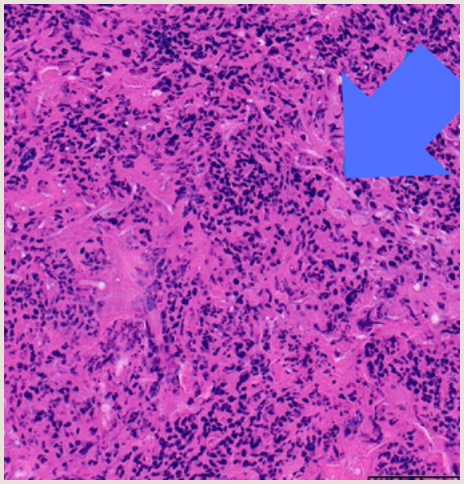


Figure 3. ***Fungal hyphae in the air sac lining the proventriculus***



Brooder pneumonia occurs in young chicks and turkey poults exposed to spores in egg incubators. This acute aspergillosis usually occurs as an outbreak in young birds with high mortality. Chronic aspergillosis occurs in adult birds, particularly in breeder flocks, and usually has a lower morbidity and mortality than in outbreaks of brooder pneumonia. Both acute and chronic aspergillosis are economically important respiratory diseases in poultry, particularly commercial poultry. Moldy litter or grain are often the source of fungus in older birds. Aspergillosis is not transmissible from bird to bird; it is acquired from the environment. Clinical signs, if seen, include dyspnea and gasping, which may also be caused by other respiratory diseases. Other clinical signs may include emaciation, increased thirst and depression.

Interestingly, bird species with a geographical distribution restricted to the polar and subpolar zones like penguins appear to be very susceptible to aspergillosis. Environmental factors such as stress, overcrowding, and heavily contaminated environments also contribute to the high prevalence of respiratory aspergillosis in captive birds.

In cattle, some of the diseases associated with *Aspergillus* species include abortion, mastitis and rare cases of intestinal aspergillosis and mycotic pneumonia. In horses, the rare condition of guttural pouch mycosis may cause severe epistaxis. In dogs, nasal aspergillosis may cause a persistent nasal discharge. Sporadic infections in other mammalian species have been reported. ●

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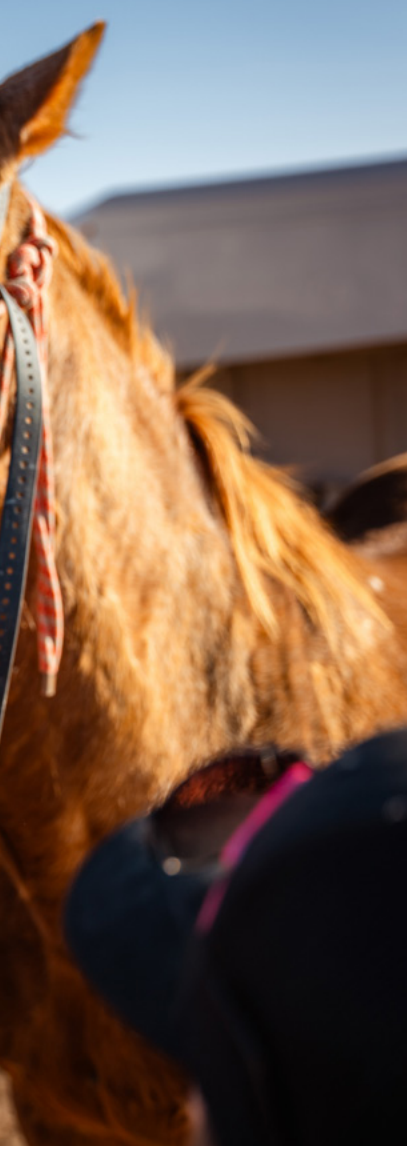
INTO THE GREAT, WIDE OPEN

Each spring, Dr. Karl Hoopes leads a group of Utah State University veterinary students to the Navajo Nation, offering vital veterinary services like castration to help control the population of free-roaming horses on the reservation. In this place where four states converge, textbook know-how collides with rope, dirt, and muscle.

Photos by Bronson Teichert



From left to right: Brandi Olsen, Olivia Levinson, Kristen Ehardt, Caden Cox, Karl Hoopes, Tessa Ganellen, Jorey Luebbert, Molly Van Horn, Felicity Lambert

"This is kind of a privilege to have the service brought from Utah State University veterinarian students, along with their veterinarian, Karl Hoopes, which is a blessing, I find it. It's very needed here."

- Leonard Begay, Red Mesa Chapter, Navajo Nation

"When I started this program about seven years ago, we had a vet student who came back from Washington State who said, hey, I only saw one equine castration in my whole career as a veterinarian and it was in a clinical setting, so in a surgery suite. I was like, wow, that's something we can teach you while you're here.

- Dr. Karl Hoopes, Adjunct Associate Professor, USU CVM

"I've always felt a special connection to horses, I've always loved them, and to kind of hear another culture and their kind of spiritual connection with them, that was really cool to hear that others have that same feeling, but just from a different point of view."

- Kristen Ehardt, WIMU Class of 2027

Watch these interviews on our YouTube channel, @USUVetMed

Welcoming Nevada's FUTURE VETS

Over the next several years, 70 Nevada residents will be accepted to Utah State University's College of Veterinary Medicine at in-state tuition cost, thanks to an $8 million contract between USU and the Nevada Office of Western Interstate Commission for Higher Education (WICHE). First-year students Reaghan Moore and Scott Davis are the first Nevadans to be admitted under the WICHE program. They each say that the tuition boost was instrumental to their joining the CVM's class of 2029.

Reaghan Moore

Moore grew up in Truckee, Calif., and moved 40 miles east, to Reno, Nev., for high school. She grew up with her older sister in a house with lots of animals: a dog, rats, Guinea pigs. But she wanted a puppy, and when she was 10, she found a way to always have one, through a guide-dog program that cycles Golden and Labrador retrievers through families who train them for future placement.

Her family currently has two dogs, one who flunked out of guide-dog training to be a permanent pet (a "career change," the program calls it), and another dog that was trained by them, worked as a guide dog in Louisiana, retired, and is back with the Moore family. Over the summer, they trained another puppy.

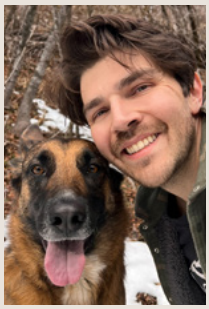
"This summer was maybe dog number 11, I think, for my family," Moore says.

Moore attended Emory University in Atlanta for her undergraduate degree, a B.S. in biology and a minor in environmental Science. She was able to experience laboratory research as a surgical assistant and work with lab animals, and she spent a summer of research in North Dakota studying sugarbeet root maggots (*Tetanops myopaeformis*). She also worked at a small animal clinic in Reno, and that's the track she sees herself pursuing long-term.

A requirement of the WICHE stipend is for graduates, after receiving their Doctor of Veterinary Medicine (DVM) degrees, to work for four years in the state of Nevada.

It's a little strange to have such a good idea of what she'll be doing after graduation, but it's also reassuring, says Moore.

"It is kind of comforting to know," she says. "I think, going back to Nevada, I'm hoping to work at a small animal clinic and I kind of just want to take a couple years to grow into confidence as a practitioner. Hopefully over the next couple years I can continue to foster relationships with veterinarians who are from where I'm from."



Scott Davis

Davis's journey to USU's CVM took a slightly more circuitous route. He is 34, with some unique experiences informing his current trajectory. "I worked at Apple. I worked at Tesla," says Davis, who is a native of Las Vegas. "I did bartending. I was a wildlife firefighter. I lived in France for a while. And I have a degree in theater, so I did acting and writing in Los Angeles."

Davis returned to Nevada from Los Angeles several years ago, and joined his older brother at the small animal clinic in Reno where he worked as a veterinary technician.

Six years later, he was hooked. Where other jobs had held his interest for a year or two at a time, Davis found the work at the clinic to be challenging and satisfying. It occurred to him that he could commit to this for real.

Growing up, Davis's family took in lots of animals — stray cats, rescue dogs, an African grey parrot, a cockatiel, and a giant bunny named Wonder. His mom teaches middle school science, and his dad is a pharmacist. He's the youngest of four.

The cost of veterinary education is a big barrier to many aspiring vets. The WICHE stipend means that Davis can pursue a DVM degree without worrying so much about student debt.

"For me it was part of the conversation of whether I could even go to vet school. I've never been someone who's been financially well-off…we were always lower middle class and there's four of us (siblings), so the finances were the big part of it. The stipend coming into the equation is huge."

Davis moved to Logan last fall with his dog, a German Shepherd named Crunchwrap Supreme. Crunchy, as Davis calls her, came to the clinic in Reno as a sick puppy from an accidental litter. Davis was in charge of her care before adopting her. She's a big part of his work-life balance as a veterinary student.

"My priority outside of classes is my own mental health and wellness overall," Davis says. "I'm in bed by 10:30 every night. I'm going out for an hour every single day with my dog, I'm cooking dinner. I have a different routine, I think, than a lot of people."

Much of that comes from having worked in the field prior to vet school and connecting what he's learning in class to what he encountered at the vet clinic.

"I just have a different expectation of what I'm going to put myself through," he says. "Going out into the real world and experiencing real, actual failure, I don't get all that stressed out to take these exams. I view it all as opportunities at this point, because that's what school is. Here's a safe structure for you to fail within, and for you to hopefully grow." ●

By: Nadia Pflaum

We make learning better:

Meet Pooja Potdar, Instructional Designer

You won't find Pooja Potdar's name attached to any course in the College of Veterinary Medicine, and she doesn't regularly interact with students. While she has two advanced degrees, neither is in veterinary medicine, and she has no animal handling experience — in fact, she grew up with no pets and admits to being nervous around animals. Yet as an instructional designer, Potdar's influence can be felt across the Doctor of Veterinary Medicine program, and she plays a vital role in implementing the curriculum for the next generation of veterinarians.

Instructional design is about combining technology and education to enhance the educational experience, explains Potdar. She uses her knowledge to give instructors more tools for connecting with students.

"The faculty member has their expertise in the subject matter and an idea for a lesson," she says, "and then the instructional designer uses technology and pedagogical theory to bring their vision to life. "Basically, we make learning better."

In practice, that means creating videos and presentations about specific topics, online instructional pages customized to meet instructor needs, technology guides for faculty, and new ways to track student performance, to name just a few examples. The one constant is that Potdar takes her lead from the faculty she works with to meet the DVM program's learning objectives.

"Veterinary medicine is vast," she says. "The professors here are so experienced, and there's so much for me to learn, but I talk to the professors to understand their needs, and I help develop our student surveys to understand the impact of what we do."

Top: Taken during Potdar's Haldi ceremony (a traditional pre-wedding turmeric ceremony) with Shivam (her husband) and her in-laws. (In the center is Potdar; to her right is Shivam. Next to him are his aunt, cousin, and uncle. Next to Potdar are her mother-in-law, sister-in-law, and father-in-law.)

Above: Potdar's first national park camping/ trekking experience at Bryce Canyon.

If instructional design isn't something you're familiar with, you're not alone: Potdar herself hadn't heard of the field until a few years ago. She originally majored in chemistry after discovering that she enjoyed lab work, and she went on to earn a Master of Science in organic chemistry at Savitribai Phule Pune University after her undergraduate professors recommended the subfield as the best choice for finding a job.

Even so, she found her passion lay more with teaching and creating educational experiences rather than research, and she ended up working as a tutor after graduation. During the COVID-19 pandemic, she started her own YouTube channel, Periodic Chemistry, where she created educational videos in English and Marathi, her first language, aimed at the average chemistry student. While the channel is no longer very active, it garnered Potdar positive attention for her teaching abilities.

"Professors from other universities reached out and told me that I was creating really engaging learning experiences," she says. "When I look back on those videos, I wish I'd already had my degree in instructional design so that I could have made them better. But there are also things that surprise me, like how I arranged the topics and pacing, that are just excellent and make me believe I already had that instinct for education within me."

Potdar first learned about instructional design from her coworkers when she was an academic content writer for Integra Software. While the field's combination of technology and education interested her, there were few instructional design degree programs in India, so she began applying to universities in the United States, where her now-husband had already moved. She was ultimately accepted into the master's program at the University of Tampa.

"It was a steep learning curve to get to know the learning management systems and other software, but it was worth it," Potdar says. "I was already comfortable with different ways of structuring learning, like breaking big topics into teachable steps and using low-stakes practice. If you add technology, learning theories, and best practices like clear learning

objectives on top of that, you can make lessons so much more engaging and meaningful, and that's what today's generation needs."

At Tampa, Potdar experimented with educational uses for chatbots and other advanced technologies. In one case, she worked with a professor to create a simulated graduation ceremony for students who couldn't attend in person. While they had difficulty modeling the placement of regalia on students, it was otherwise a success, and Potdar hasn't ruled out using her familiarity with virtual reality to create new opportunities for the vet school.

"Imagine if we could model an organ in 3D and let students explore it to better understand anatomy and practice their diagnostic reasoning," she says. "I don't know how much of that is achievable, but there are certainly learning experiences we can bring to students.

Potdar is always thinking up new possibilities she can offer to faculty, and what excites her most about her job is when one of those ideas makes a difference.

"When I can provide a solution and someone achieves their goal through me, it makes me happy," she says. "And I think that's what instructional designers do: We work towards achieving the goals of others."

Potdar's own goal to earn a degree in instructional design didn't always seem achievable. She didn't know if she'd get a visa to come to the United States; other graduate students from India told her that she wouldn't get a scholarship to pay for her master's; she had to defer twice over financial concerns; her parents worried for her safety abroad. But in her own words, she stayed positive, and through her good fortune and hard work, she became the first person in her family to have not just one, but two master's degrees — and the first to study abroad.

"I can't believe I'm living this life here," she says. "Coming to the U.S. was never my dream — I did it because the love of my life was here, and his support has meant everything to me. I'm especially grateful for both of our families, particularly his family, for always being there. I feel so lucky for the people around me, like my supervisor, Associate Dean of Academic Programs Heloisa Rutigliano, who has helped me out so much. I just want to make the most of the opportunities and relationships I've found here." ●

By: Ethan Brightbill

FACULTY/STAFF

READY FOR EVERYTHING:

Learning Professional Skills with Dr. Allison Willoughby

Step into a Professional Skills class in the College of Veterinary Medicine, and you won't find a motionless body of students before a lecturing professor. Instead, they're clustered together into groups of four or five, each one animated by conversation.

"So, who is most affected by this decision?" asks one student.

"I'm torn between A and C," admits a student in a different group.

The topic for the activity is declawing cats. Each group takes on the role of a practicing veterinarian who needs to decide if they're willing to perform the procedure, unwilling to perform it, willing to refer the client to a colleague, or a fourth option of their own imagining. The context for the controversy around declawing is something the students are tasked with actively researching and questioning prior to the class period. While the surgery can prevent scratches on people and furniture, it also comes with a risk of infection or pain, strips the cat of its main defense against predators, and can be associated with behavioral issues, such as an aversion to litter boxes and a greater frequency in biting.

It's difficult enough for a single vet student to figure out how to balance the needs of a feline patient and human client with their own ethical values and the demands of business. However, each group must ultimately settle on just one answer, and so the students need to compromise with each other. Despite the potential for conflict, the students handle the task well, with their discussions taking the form of consensus-building rather than heated debate.

Once a majority of groups have reached a decision, CVM faculty member Allison Willoughby calls for the remaining holdouts to make their choice, and soon the room quiets as attention turns to the front of the room. The results are projected onto the wall: three groups choose not to declaw, one refers the patient to a different practitioner, and four come up with their own proposals for how to handle the situation.

Exercises like this are just a small part of the Professional Skills experience, explains Willoughby. The course series, which is required each semester for the first three years of the Doctor of Veterinary Medicine program, covers not just ethics, but also communication, financial literacy, resilience, and professional identity development — that is, helping students to decide what kind of veterinarian they want to be and how they want to be per-

ceived professionally while staying within the standards of the field. And most of the course follows what Willoughby calls team-based learning.

"They do some learning before class," she says, "and then we try to solve problems in groups once they're in the classroom. Afterward, we have a broader discussion as a class to get everyone's perspective on what we're working on and bring it home. We'll also do some career exploration, with different veterinarians coming in to share how their own career journeys after graduation went, such as rural practitioners, work in industry or for the government, and more. And then next year, students are going to work more with simulated clients and veterinarians who come in as coaches. That's going to be really fun, because we usually get a lot of community involvement."

Professional Skills is an amalgamation of courses like Ethics, Clinical Communication, and Financial Literacy that existed during Utah State University's time with the Washington-Idaho-Montana-Utah Regional Program in Veterinary Medicine, which Willoughby also taught. The new course series has the advantage of being able to more closely integrate the subject material than several individual courses could, but it also runs into a problem: how can something like Professional Skills ever hope to cover every scenario a veterinarian might face?

"If we talk about how many ethical dilemmas are out there," Willoughby answers, "they would be unlimited, right? So instead of trying to present every single one, we try to pick out the most common themes while also instilling a problem-solving matrix that students can run through. We provide a large enough variety of cases that students pick up a range of skills that can then be applied to other situations they encounter. We want to teach them how to think, not just 'do this when that thing happens."

Another complication comes from the students themselves. Successful applicants to veterinary medicine programs often have experience with animals and vet clinics, but the exact nature of that experience can vary wildly. Back in Willoughby's classroom, one student mentions that she did a project on declawing during her undergraduate studies and is already decidedly against the procedure, while another with less knowledge of small animals admits that he's unfamiliar with the details of declawing and previously thought of it as something "like dehorning a cow" — a less controversial procedure.

"Everybody has such different backgrounds," says Willoughby, "so we don't necessarily have prerequisites for professional skills that we can expect them to come in with. We need to meet people where they are and then determine what and how to assess from there. It's a challenge, but it's also fun, because I like hearing about people's experiences and how they affect their behavior today. Everybody has their strengths, but they also have things they can work on, and hopefully this class is a place where they can reflect and learn to recognize those things in themselves."

Professional Skills is also a welcome respite from lecture courses, which along with labs make up a significant portion of the DVM program.

"Lectures are a really efficient way of transferring information," Willoughby says. "But for communication skills, active learning really is the only way they can practice what they've learned, see what effect it has, and change their behavior in response."

In the classroom, the students are nothing if not active as the conversation carries on. One group reports that a laser can make declawing less painful, but others in the class point out that most clinics don't have that technology. Another group recounts how they found a wholly different approach to declawing that relies on performing surgery on the tendons that control the claws rather than removing the last knuckle of the paw, which comes with its own advantages and downsides. Surprisingly, the anti-declawing student says that she'd perform the procedure. However, she adds that she'd follow the example of a vet she worked for and first educate the client on the potential risks, and then if that failed, exert the utmost care in declawing the cat to minimize harm to the patient.

The students are also polled about why they chose the course of action that they did, and the results are almost unanimous: six cite animal welfare, one mentions AVMA guidelines, and one mentions personal values. A discussion soon ensues about the legality of declawing, with students mentioning first different states and then different countries where the practice is banned. They also get into the ethical frameworks used for making their decisions. At one point, Willoughby encourages them to think about how they should balance personal values with expectations of the broader field.

"Veterinarians enjoy a lot of independence," she notes. "We like our autonomy. But remember that AVMA policies represent a cross-section of our profession."

Until relatively recently, courses like Professional Skills didn't exist, and students were left to answer the questions raised by the class entirely on their own.

"I don't think communication skills were a regular part of vet school until around 2006 or so," Willoughby says. "People from my generation wouldn't have thought you could teach that sort of thing. You only had what you came into the profession with, and what you learned on the job. I remember making mistakes early on when I started practicing veterinary medicine, and the only way to improve was to watch more experienced veterinarians and how they did things. What I hope to do is help students start their careers with those skills already in hand. This training has been proven to help early career veterinarians and even later-career vets such as myself feel more satisfied, be more efficient, accurate, and provide more satisfaction to our clients. It's exciting that we're able to incorporate it into the curriculum from the start of the four-year DVM program instead of shoehorning it into an already packed curriculum."

The newness of the program also means there's an opportunity for veterinarians and non-veterinarians alike to contribute to Professional Skills.

"I'm always recruiting people to help with the course," Willoughby says. "We'll need more people when we have simulated clients and veterinary coaches next year, and even more when our class size goes up to 80 students. They can be veterinary practitioners or other community members, and we'll give them training so that we're all speaking the same language." ●

Simulated clients and veterinary coaches are paid for their time. To learn more, email the course instructor at allison.willoughby@usu.edu.

Story by: Ethan Brightbill | **Photos by:** Bronson Teichert

BREAKING THE BARNYARD BARRIER

with Dr. Linda Rhodes

Linda Rhodes' early career in veterinary medicine began after graduation from the University of Pennsylvania in 1978, when she went to work with dairy cows at the Department of Animal, Dairy, and Veterinary Sciences at Utah State University. She holds a PhD from Cornell University and worked in the pharmaceutical industry before retiring in 2016. Her first book, *Breaking the Barnyard Barrier: A Woman Veterinarian Paves the Way*, was published this year by the University of Nevada Press.

Q: How in the world did you remember such intricate details for this book — down to the shoes worn by older, male veterinarians when you were applying for work?

In anyone's memory, there are sometimes little details that stick with you, and some things that you just can't remember. I was fortunate in that I had photographs from that time — they were 35 mm slides, so I had to scan them. They brought a lot of details to life.

Q: Why is it important that aspiring and current veterinarians learn about what the professional environment was like when you were just starting out?

Certainly, the environment was different for women back then, as I had to face a lot of discrimination. Now I believe things are better, but we still have a gender gap in pay. I think it's an interesting phenomenon — the feminization of the veterinary profession. It has impacts on pay, work-life balance, and career progress. Understanding how we got here will help us chart the future in a more egalitarian way.

Q: In the book, you highlight a couple of women large animal professors that helped you have the courage to break into that world. What mentoring have you done in your career?

I left practice and went into the pharmaceutical industry, where after 10 years in the

corporate world, I started my own company. I had the privilege of hiring many young women, mainly from the animal science program at Rutgers University. Mentoring and supporting their careers was so fulfilling — I often see many of them at professional meetings; they have ended up in senior positions in the animal health industry, at the FDA, at both start-up companies and large corporations. I like to think my early mentoring helped.

Q: What aspects of your time in Utah stick with you, and is there something about Utah that remains special to you?

I have so many good memories of Utah. Inner tubing down the irrigation canals north of Logan in the hot summers, cross-country skiing up Logan Canyon in the winter. Ice cream at the Bluebird Café. I loved driving through Logan Canyon to Bear Lake. Most of all, as I write in the book, the community that reached out to help me when I needed it.

Q: What glimpses of progress have you seen in the industry now in terms of equality, and are there areas that could still improve?

The profession has "feminized"— that is, there are now significantly more women veterinarians than men. This has opened many opportunities but also has the downside of depressing wages. When I was a new graduate, in 1978, there were no veterinary schools with women deans. Now there are many. The AVMA was completely male dominated, and now is much more balanced in terms of woman in leadership positions. It's great to see the progress.

Q: Do you think the female veterinarians in college today will be missing out on a certain amount of grit because it isn't as unique to be a woman in this profession today?

It still takes a lot of grit to do large animal practice. I don't think there will be any shortage of challenges!

Q: Did you always know you would write a book someday? What made you decide to do it now? And what was the process like?

As I describe in the book, my mother died when she was 58 yrs old. I was 31. Many years later, when I had my son, I realized there were so many things about my mother's early life that I didn't know and wished I had asked about. At the time, I was working in the pharmaceutical industry, and I realized my son would probably never know about my adventures as a large animal veterinarian, because by the time he would be interested, I might not be around! That was the initial motivation. But once I started to write, the stories just poured out. I enjoyed the process. The original manuscript was much longer — it included many stories about my pre-vet studies, and veterinary school, which I ultimately cut to make the book a more reasonable size. I took writing classes and worked on many drafts. It was a long process.

Q: What do you hope readers will take away from the book?

That the habit of believing in yourself, not giving up, figuring it out with fewer resources than you want, focusing on doing the best you can with the situation — those habits will help you succeed in any endeavor. And I hope my stories will inspire people to take risks and grow that muscle that will help them act in the face of fear to tackle the hard challenges. ●

Rhodes will be visiting Utah State University on April 8, 2026 at 1:10pm at the Merrill-Cazier Library, Room 101, as part of her book tour.

By: Nadia Pflaum

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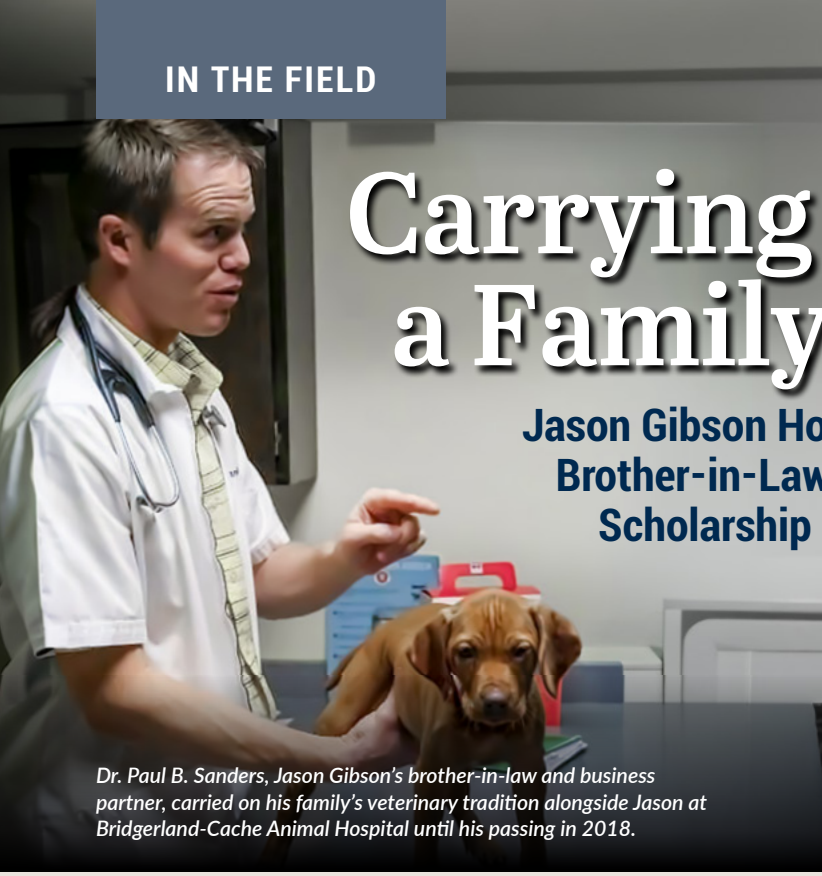
Carrying Forward a Family Legacy:

Jason Gibson Honors Father and Brother-in-Law with Vet Med Scholarship Endowment



Dr. Paul B. Sanders, Jason Gibson's brother-in-law and business partner, carried on his family's veterinary tradition alongside Jason at Bridgerland-Cache Animal Hospital until his passing in 2018.

Dr. Elmer H. Gibson cares for a patient at the original Cache Valley Clinic, reflecting the compassion and dedication that began a three-generation family legacy in veterinary medicine.

For Dr. Jason Gibson, veterinary medicine is more than a career — it's a family calling that spans generations, rooted in Cache Valley and inextricably tied to Utah State University. With the establishment of the Dr. James P. Gibson and Dr. Paul B. Sanders Aggie Family Scholarship Endowment, Jason and his sister, Jessica Gibson Sanders, are honoring the legacy of two men whose lives were dedicated to caring for animals and serving their community.

Jason's grandfather, Dr. Elmer H. Gibson, a USU graduate, opened the original Cache Valley clinic in 1949, at what was then the edge of Logan's Main Street. A solo practitioner, he built his reputation on hard work, integrity, and relationships with local farm families. His son, Dr. James P. Gibson, followed in his footsteps, graduating from Utah State in 1970 and earning his Doctor of Veterinary Medicine degree from Colorado State in 1973. For the next 25 years, James practiced alongside his father and close friend, Dr. Paul L. Sanders, at Bridgerland-Cache Animal Hospital, focusing on large-animal care. His sudden passing in 1998, at just 54 years old, left a tremendous void in the community.

At the same time, another branch of the family was establishing its own veterinary tradition. Jason's childhood friend and eventual brother-in-law, Dr. Paul B. Sanders, married Jason's sister Jessica while the two were students at Utah State. Like his father before him, Paul pursued veterinary medicine at Colorado State, graduating in 1999. He returned to Cache Valley and practiced small-animal medicine for nearly two decades at Bridgerland-Cache alongside Jason. His courageous battle with cancer ended in 2018 at just 45 years old, leaving behind a legacy of compassion, service, and excellence in veterinary care.

"Both my father and Paul shaped the practice and affected the people of Cache Valley in profound ways," Jason reflected. "They worked with integrity and compassion, and their influence is still felt among the families they served. This scholarship is a way to honor that legacy and ensure future veterinarians carry the same values into their own careers."

The Gibson and Sanders families' connection to USU runs deep. Jason graduated from USU in 1997 with his bachelor's degree, continuing the family's Aggie tradition — one shared by his grandfather, his father, and now his son, who is currently in his third year at Washington State University's veterinary school. Jason recalls spending his childhood shadowing his father on farm calls, cleaning stalls, and eventually working as a technician in the clinic. That early experience inspired

Top: Carrying on a family legacy of compassionate care, Dr. Jason Gibson performs a C-section on a sow — combining expertise, precision, and a lifelong passion for veterinary medicine.

Left: Dr. Jason Gibson with his son, James, who is carrying on the family tradition as a third-year student in the WIMU Regional Program in Veterinary Medicine.

Right: Dr. Jason Gibson with ROCKSTAR, a horse whose leg was repaired at the animal hospital when he was only three weeks old. Now fully recovered, ROCKSTAR continues to live up to his name.

him to pursue veterinary medicine himself, even though the chance to work side-by-side with his father never came. Instead, Jason built a decades-long career serving the same families his father and grandfather once helped, forging a unique continuity across generations.

With the launch of Utah State's new four-year College of Veterinary Medicine, Jason believes the timing for this scholarship could not be better.

"When I went through school, scholarships were scarce and often very small," Jason said. "I wanted to make sure students here in Utah have support as they begin their journeys. Veterinary medicine is a challenging path, but it's also an incredibly rewarding profession. My hope is that this scholarship eases the burden and connects students to the legacy of service that my family has lived."

Jason also sees the scholarship as a bridge between USU students and the Cache Valley community his family has served for more than 70 years.

"Veterinarians don't just treat animals, we build lifelong relationships with people," Jason said. "Pets and livestock are part of families, and being trusted with their care is an honor. I want students to recognize that side of the profession, the human connection, just as much as the medical side."

As Utah State welcomes its first class of veterinary students into the new program, gifts like the Gibson and Sanders endowment will play a vital role in building a strong foundation. By designating the scholarship for Utah residents, Jason hopes to encourage students with deep ties to the state, future practitioners who will not only serve local communities but also carry forward a legacy of dedication, compassion, and excellence in veterinary medicine.

"This profession has given me everything," Jason said. "It's been my life since I was a child, and now my son is carrying it on. I can't imagine a better way to honor my father and Paul than by helping the next generation of Aggie veterinarians succeed." ●

By Maren Aller

Endowments are among the most powerful ways to ensure a lasting impact at Utah State University. By creating an endowed scholarship or supporting an existing fund, you provide perpetual resources that help students succeed — today and for generations to come. Endowed gifts invest in students' futures, easing financial burdens, expanding access to hands-on learning, and fueling opportunities that prepare them to lead in their communities and careers. Your generosity helps unlock the potential of every Aggie student and inspires excellence across the university. Create your Aggie Impact by supporting the student-focused area that most inspires you.

Three generations of care: Dr. Elmer H. Gibson opened the original Cache Valley Clinic in 1949, followed by his son, Dr. James P. Gibson, and grandson, Dr. Jason Gibson.

MESSAGE FROM DEVELOPMENT

As a college of veterinary medicine, our mission is rooted in advancing animal health, supporting the people who care for animals, and strengthening the communities we serve. Philanthropy makes that mission possible. The various terms and routes for giving can seem overwhelming, so the goal for this message is to shed light and understanding on the topic.

When we talk about "giving," we mean more than a transaction; we mean partnership. Gifts may be directed toward immediate needs, such as student scholarships, clinical equipment, research initiatives, or hospital enhancements. Others are designed to provide lasting, reliable support through endowments. Each form of giving plays a vital role in sustaining excellence in teaching, research, and patient care.

An endowment at Utah State is a permanent fund established with a minimum investment of $25,000. The principal is invested, and a portion of the annual earnings is used to support a purpose designated by the donor—such as a named scholarship, a faculty chair, a research fund, or programmatic support—while the remaining earnings help the fund grow over time. Endowments may be created through a single outright gift, through a pledge fulfilled over several years, through the collective generosity of multiple donors, or through matching opportunities that amplify impact. For example, a lead donor may commit $12,500 and invite classmates or colleagues to match that amount to reach the $25,000 minimum. Others may establish an endowed fund in honor of a beloved professor, mentor, or companion animal, building the fund collaboratively until it reaches endowment level.

The Dr. James P. Gibson & Dr. Paul B. Sanders Aggie Family Scholarship Endowment is an example of multiple donor groups, as well as matching funds that were used to establish the endowment in memory of those individuals. These stories are shared with the recipients of the scholarships each year and the intent of the donors honored.

The impact of an endowed gift is both immediate and enduring. It provides dependable annual funding that allows the college to plan strategically, recruit and retain outstanding faculty, reduce student financial burden, and invest in innovative research and clinical care. Most importantly, it creates a legacy—one that reflects the donor's values and ensures that their commitment to veterinary medicine will continue to make a difference for generations of students, patients, and the animals and communities they will serve.

For more information or to discuss other ways to give, please reach out. I look forward to the meaningful conversations that philanthropy to the College of Veterinary Medicine brings. ●

KATE PARKINSON
Director of Development, USU CVM

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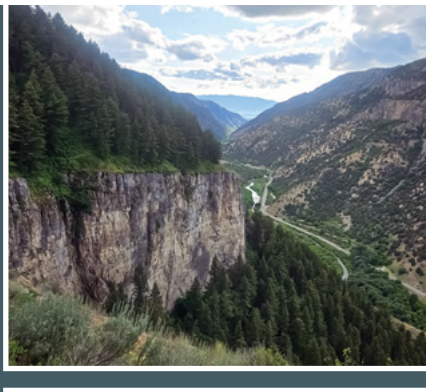

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